

## **「二零零零年教師統計調查」的主要結果**

### **Major Findings of the Teacher Survey, 2000**

教育是社會發展的基石。由於教師的專業水平與教育素質息息相關，因此，政府一直致力建立並維持一支具備專業能力的教師隊伍。過去數十年，我們喜見本港幼稚園、小學和中學教師，不論在質與量方面，都有改善。本文闡述「二零零零年教師統計調查」的主要結果。這些資料，有助當局推行和監察教育服務、策劃師資培訓和制訂教育政策。

Education provides the foundation for the development of our society. The quality of the teaching profession has a direct bearing on the quality of education. The Government has continued with the efforts to develop and maintain a professional teaching force. In the past decades, quantitative and qualitative improvements in kindergarten, primary and secondary school teachers of Hong Kong have been observed. This article presents the major findings of the 2000 Teacher Survey. It provides useful information on teachers for administration and monitoring of education services, planning of teacher training and formulation of education policies.

如對本文有任何查詢，請致電教育署統計組（電話：2892 6354）。

If you have any enquiries on this article, please call Statistics Section, Education Department (Tel. : 2892 6354).

# **「二零零零年教師統計調查」的主要結果**

## **Major Findings of the Teacher Survey, 2000**

### **1. 引言**

1.1 教師不單是教育行業中最龐大的隊伍，更是最重要的人員。有鑑於此，教育署統計組由一九七九年開始，每年都進行一次教師統計調查，以便提供統計資料，供當局推行和監察教育服務、策劃師資培訓及制訂教育政策。

1.2 上述調查涵蓋本地所有普通日校的管理和教學人員。除了主力負責教學的人員外，管理和教學人員還包括校長、副校長、訓導主任、課外活動主任、升學就業輔導主任、學生輔導教師和學校圖書館主任等。至於校董會的成員，若非擔任上述任何管理或教學職位，便不會包括在調查內。學校文員、實驗室技術員和其他非教學人員，亦不包括在內。

1.3 每年進行一次的教師統計調查，通常以十月的第一個工作日作為參照日期。二零零零年統計調查的參照日期，則為二零零零年十月三日。

1.4 上述的統計調查，是以郵寄問卷方式進行，並用電話跟進沒有回覆的個案。此外，統計調查亦採用一個更新的方法，以改善工作效率和提高回應率。我們會把上一年調查所得的教師資料預先印在調查表格內，以便減輕教師更新資料的工作和方便他們填寫表格，同時亦確保不會因為人為疏忽或記憶失誤而導致教師填報錯誤的資料。

1.5 本文摘錄了「二零零零年教師統計調查」的主要結果，並在適當地方，引述先前的調查結果，以作比較。

### **1. Introduction**

1.1 Teachers constitute not only the largest but the most important workforce in the education field. To provide statistical information for administration and monitoring of education services, planning of teacher training and formulation of education policies, the Statistics Section of the Education Department has been conducting the teacher survey on an annual basis since 1979.

1.2 The survey covers management and teaching staff in all local ordinary day schools. By management and teaching staff, it is meant to include, on top of those engaged mainly in teaching duties, teachers who serve as Head/Deputy Head of School, Discipline Master, Extra-curricular Activities Master, Careers Master, School Guidance Teacher, Teacher Librarian etc. It, however, excludes members of the management board who did not hold any such posts. School clerks, laboratory technicians and other non-teaching staff are also excluded.

1.3 The reference date of the annual survey is normally the first working day in the month of October. The survey reference date for the 2000 round was 3 October 2000.

1.4 The enumeration of the survey is by mailed questionnaires with telephone follow-up of non-response cases. Moreover, the survey adopts an updating approach in order to improve efficiency and boost response rate. Teacher information obtained from the previous round of the survey is pre-printed on the survey forms to relieve the burden of teachers in updating and facilitate the completion of the survey forms as well as safeguarding against reporting errors due to possible negligence or arising from memory lapse.

1.5 This article summarizes key findings of the 2000 Teacher Survey. Findings of previous surveys are also quoted for comparison wherever appropriate.

## 2. 概覽

2.1 在二零零零年十月三日，所有本地日校(包括特殊學校)管理和教學人員的編制職位共有 56 779 個，而常額教師的實際人數為 56 365 名。而在二零零零/零一學年開始後的一個月，仍有 429 個職位未有教師填補，整體教師空缺率為 0.8%。由一九九九年十月至二零零零年九月期間，共有 2 941 名 (或 5.3%) 教師離開了教學行列。表一概述在二零零零年十月初全港教師的概括情況。

## 2. Overview

2.1 As at 3.10.2000, the establishment of management and teaching posts in all local day schools (including special schools) amounted to 56 779, whereas the total strength of permanent teachers was 56 365. With an overall vacancy rate of 0.8%, there were 429 posts unfilled one month after the commencement of the 2000/01 school year. 2 941 or 5.3% of teachers had left the teaching profession during October 1999 to September 2000. Table 1 below gives a general picture of the teaching profession in Hong Kong as at early October 2000.

表一 二零零零年本港教師概況

Table 1 Teaching Profession in Hong Kong, 2000

	普通學校 Ordinary schools			特殊 學校 Special schools	實用 中學 Practical schools	技能訓練 學校 Skills opportunity schools	總計 Total
	幼稚園 Kindergarten	小學 Primary	中學 Secondary				
編制人數 Establishment	8 872	22 030	24 204	1 417	106	150	56 779
常額教師人數 Strength	8 855	21 825	24 014	1 403	103	165	56 365
空缺數目 No. of vacancies	17	205	190	14	3	0	429*
空缺率(%) Vacancy rate(%)	0.2	0.9	0.8	1.0	2.8	0.0	0.8
離開教學行業的教師人數 No. of drop-outs	1 082	840	938	63	13	5	2 941
流失率(%) Wastage rate(%)	12.2	3.9	4.0	4.5	11.4	3.2	5.3

註釋：數字乃指二零零零年十月三日的情況。並不包括 716 名在英基學校協會屬下學校及 1 701 名在國際學校任教的教師。

\* 由於在技能訓練學校的額外教師未有當作可填補其他類別學校教師空缺的供應，因此教師空缺的總數並不相等於編制總人數和常額教師總人數之差。

Note: Figures refer to the position as at 3.10.2000. There were 716 teachers in English Schools Foundation (ESF) schools and 1 701 in international schools which were not covered.

\* Since excessive teachers in skills opportunity schools were not treated as supply for filling the vacant posts of other types of schools, the total number of vacancies did not equal to the difference between total establishment and total strength.

2.2 以下段落會闡述本地普通日校教師的特徵。

2.2 In the following paragraphs, the characteristics of the teacher workforce in local ordinary day schools are presented.

### 3. 幼稚園教師

3.1 在一九九三至九九年間，幼稚園所申報的教師編制和實際人數逐步增加，而在二零零零年，幼稚園教師的人數則大致上保持不變。這個現象與幼稚園學生人數下降的趨勢並不一致。故此，學生與教師的比率，由一九九三年的 15.2:1 改善至二零零零年的 11.8:1。表二顯示一九九三年和過去三年的有關數字。

表二 一九九三年及一九九八年至二零零零年的幼稚園申報編制及實際教師人數  
Table 2 Reported Establishment and Strength of Kindergarten Teachers, 1993 & 1998-2000

		1993	1998	1999	2000
申報編制人數	Reported Establishment	8 016	8 800	8 871	8 872
實際教師人數	Strength of Permanent Teachers	7 950	8 784	8 855	8 855
學生與教師比率*	Pupil-teacher ratio *	15.2:1	13.0:1	12.6:1	11.8:1

\* 基於相等於半日制單位計算

\* Based on half-day equivalent unit

3.2 絕大部分(99.6%)的幼稚園教師都屬於女性，只有少於 1%(或 35 人)是男性。在該 35 名男教師中，有 15 人其實是幼稚園校長。

3.3 幼稚園教師主要是青年人的行業，教師的年齡中位數是 31 歲。按性別分析，女教師遠比男教師年輕，年齡中位數是 31 歲，男教師的年齡中位數則為 52 歲。

3.4 大部分(79.7%)幼稚園教師的學歷都已達中五程度，另有 3.8%達中四或以下的教育水平。若與教學人員比較，幼稚園校長一般具備較高學歷。37.0%的校長達中五以上程度，而具備同等學歷的教學人員則有 14.6%。表三列出幼稚園校長和教學人員的學歷。

### 3. Kindergarten Teachers

3.1 At kindergarten level, the reported establishment and strength of teachers increased gradually from 1993 to 1999 and remained somewhat the same in 2000, which was quite contrary to the downward trend of kindergarten enrolment. As a result, the pupil-to-teacher ratio improved from 15.2:1 in 1993 to 11.8:1 in 2000. Table 2 shows the figures in 1993 and the past 3 years.

3.2 An overwhelming majority (99.6%) of kindergarten teachers were female. Only less than 1% (or 35 in number) were male. Out of the 35 male kindergarten teachers, 15 were in fact principals.

3.3 Kindergarten teacher was primarily a profession for the young, with a median age of 31. Analysed by sex, female teachers were much younger than their male counterparts. The median age for female teachers was 31 whereas that for the male was 52.

3.4 The majority (79.7%) of the teachers in kindergartens attained Secondary 5 level. 3.8% were of education level at Secondary 4 or below. In comparison with teaching staff, principals generally had better academic qualifications. 37.0% of the principals were of education level above Secondary 5, whereas the corresponding figure for teaching staff was 14.6%. Table 3 shows the academic qualification of kindergarten principals and teaching staff.

表三 二零零零年按學歷劃分的幼稚園校長及教學人員分布

Table 3 Distribution of Kindergarten Principals and Teaching Staff by Academic Qualification, 2000

		校長 Principal		教學人員 Teaching Staff		合計 Both	
		人數 No.	百分率 %	人數 No.	百分率 %	人數 No.	百分率 %
中四或以下	Secondary 4 or below	10	1.3	326	4.0	336	3.8
中五	Secondary 5	462	61.7	6 596	81.4	7 058	79.7
中六/中七	Secondary 6/7	93	12.4	555	6.9	648	7.3
專上：非學位課程	Tertiary: non-degree course	80	10.7	327	4.0	407	4.6
專上：學位課程	Tertiary: degree course	104	13.9	302	3.7	406	4.6
總計	Total	749	100.0	8 106	100.0	8 855	100.0

3.5 曾受訓練的幼稚園教師是指修畢合格幼稚園教師訓練課程(或同等訓練課程)或合格助理幼稚園教師訓練課程的教師。過去三年，曾受訓練幼稚園教師的數目和百分比均有增加。有關數字見表四。

3.5 Trained kindergarten teachers refer to those who had completed the Qualified Kindergarten Teacher (QKT) course (or equivalent courses of training) or the Qualified Assistant Kindergarten Teacher (QAKT) course. Both the number and the percentage of trained kindergarten teachers increased in the past three years. Table 4 shows the figures.

表四 一九九八年至二零零零年按教師曾受訓練類別劃分的幼稚園教師分布

Table 4 Distribution of Kindergarten Teachers by Type of Training, 1998-2000

		1998		1999		2000	
		人數 No.	百分率 %	人數 No.	百分率 %	人數 No.	百分率 %
曾受訓練	Trained						
合格幼稚園教師訓練或同等訓練	QKT or equivalent	3 963	45.1	4 943	55.8	5 742	64.9
合格助理幼稚園教師訓練	QAKT	2 469	28.1	1 647	18.6	1 022	11.5
小計	Sub-total	6 432	73.2	6 590	74.4	6 764	76.4
未受訓練	Untrained	2 352	26.8	2 265	25.6	2 091	23.6
合計	All	8 784	100.0	8 855	100.0	8 855	100.0

註釋：QKT - 合格幼稚園教師訓練

QAKT - 合格助理幼稚園教師訓練

Notes: QKT - Qualified Kindergarten Teacher

QAKT - Qualified Assistant Kindergarten Teacher

3.6 幼稚園教師的流失率由一九九八年的 11.8%下降至一九九九年的 11.1%，但於二零零零年輕微回升至 12.2%。調查發現，未受訓練幼師的流失率遠高於曾受訓練的幼師。表五載列過去三年按受訓情況劃分的幼稚園教師流失率。

3.6 The wastage rates of kindergarten teachers dropped from 11.8% in 1998 to 11.1% in 1999 but slightly rebounded to 12.2% in 2000. Wastage among the untrained teachers was noted to be much higher than that among the trained teachers. Table 5 shows the wastage rates of kindergarten teachers by training status for the past 3 years.

**表五 一九九八年至二零零零年按教師曾受訓練類別劃分的幼稚園教師流失率(百分率)**  
**Table 5 Wastage Rate (%) of Kindergarten Teachers by Type of Training, 1998 - 2000**

		1998	1999	2000
曾受訓練	Trained	6.9	7.1	8.8
合格幼稚園教師訓練或同等訓練	QKT or equivalent	6.2	6.0	7.0
合格助理幼稚園教師訓練	QAKT	7.8	8.9	14.3
未受訓練	Untrained	22.4	22.0	22.1
整體	Overall	11.8	11.1	12.2

註釋：流失率是指該學年十月之前十二個月內離開教學行業的教師，佔上一學年教師數目的百分率。

Note: Wastage rate refers to the percentage of teachers of the previous school year leaving the teaching profession in the 12-month period prior to October of the respective school year.

#### 4. 小學教師

4.1 在小學方面，教師的編制和實際人數在一九九三至二零零零年間逐步增加。政府推行了多項改善教育素質的措施，教師的編制也因而逐步擴大。故此，學生與教師的比率，由一九九三年的 25.7:1 改善至二零零零年的 22.0:1。表六載列一九九三年和過去三年的有關數字。

#### 4. Primary School Teachers

4.1 At primary level, both the establishment and strength of teachers increased gradually from 1993 to 2000. A number of improvement measures had been put in place to improve the quality of education which called for the gradual expansion of teacher establishment. As a result, the pupil-to-teacher ratio improved from 25.7:1 in 1993 to 22.0:1 in 2000. Table 6 shows the figures in 1993 and the past 3 years.

表六 一九九三年及一九九八年至二零零零年的小學教師編制及常額教師人數

Table 6 Establishment and Strength of Primary School Teachers, 1993 & 1998-2000

		1993	1998	1999	2000
編制人數	Establishment	18 712	20 554	21 485	22 030
常額教師人數	Strength of Permanent Teachers	18 442	20 428	21 367	21 825
學生與教師比率	Pupil-teacher ratio	25.7:1	22.7:1	22.4:1	22.0:1

4.2 小學教師以女教師為主，常額教師中有超逾四分三(77.3%)是女性。

4.2 Female teachers dominated the teaching profession in primary schools. More than three-quarters (77.3%) of the permanent teachers were female.

4.3 小學教師的年齡中位數為 36。女教師比男教師年輕，女教師和男教師的年齡中位數分別為 36 和 39。

4.3 The median age of primary school teachers was 36. Female teachers were younger than their male counterparts. The median ages of female teachers and male teachers were 36 and 39 respectively.

4.4 當局最先於一九九四年九月在官立及資助類別小學開設學位教席。學位教席的數目預期會繼續增加，以期在二零零一年九月達到 35% 的目標。截至本學年，當局已分配了 5 454 個學位教席給普通官立及資助類別小學，佔小學教師職位大約 27%。由於提升教師職級的工作會繼續進行，預期學年內會開設更多學位教席。

4.4 Graduate teacher posts were first introduced in public sector primary schools in September 1994. The number of such posts is expected to increase to reach the target percentage of 35% in September 2001. Up to the current school year, 5 454 posts have been allocated to public sector ordinary primary schools, accounting for about 27% of the teaching posts. As the upgrading process was still underway, more graduate posts were expected to be upgraded during the school year.

4.5 自從在小學開設學位教席後，持有大學學位的教師數目不斷增加。調查發現，有 9 075 名(或 41.6%)小學教師持有大學學位，其中 5 915 人(或 65.2%)持有本地學位。官立及資助類別小學的非學位教師中，有 5 165 人(或 30.2%)亦持有大學學位。詳情見載於表七。

4.5 Since the introduction of graduate rank in primary schools, the number of teachers holding university degree has been rising. It was found that 9 075 or 41.6% of primary school teachers were degree holders. Among these degree holders, 5 915 or 65.2% were holding local degrees. As regards non-graduate teachers in public sector primary schools, 5 165 or 30.2% held a degree. Table 7 shows the details.

表七 二零零零年按學歷及教師類別劃分的小學教師分布

Table 7 Distribution of Primary School Teachers by Academic Qualification by Type of Teacher, 2000

		官立及資助類別學校 Public Sector School				私立學校教師 Private School Teacher		合計 All	
		學位教師 Graduate Teacher		非學位教師 Non-graduate Teacher					
		人數 No.	百分率 %	人數 No.	百分率 %	人數 No.	百分率 %	人數 No.	百分率 %
持有大學學位	Degree holder								
本地	Local	2 366	74.7	3 177	18.6	372	23.7	5 915	27.1
非本地	Non-local	803	25.3	1 988	11.6	369	23.5	3 160	14.5
小計	Sub-total	3 169	100.0	5 165	30.2	741	47.2	9 075	41.6
未持有大學學位	Non-degree holder	0	0.0	11 920	69.8	830	52.8	12 750	58.4
總計	Total	3 169	100.0	17 085	100.0	1 571	100.0	21 825	100.0

4.6 全港小學教師，89.5%曾接受正式的師資培訓。曾受訓練教師所佔的百分比，以官立學校為最高(99.7%)，其次是資助學校(91.9%)。私立學校方面，只有 51.1%的教師曾接受師資培訓。非學位教師中，曾受訓練教師所佔的百分比(90.8%)稍高於學位教師中的同類百分比(83.5%)。有關數字見載於表八。

4.6 Among all primary school teachers, 89.5% had received formal teacher training. The percentage was the highest in the government sector (99.7%), followed by the aided sector (91.9%). In the private sector, only 51.1% of teachers had received teacher training. The percentage of trained teachers was somewhat higher among non-graduate teachers (90.8%) than among graduate teachers (83.5%). Relevant figures are shown in Table 8.



表八 一九九八年至二零零零年按教師類別及教師受訓情況劃分的小學教師分布  
**Table 8 Distribution of Primary School Teachers by Type of Teacher by Training Status, 1998-2000**

		1998		1999		2000	
		人數 No.	百分率 %	人數 No.	百分率 %	人數 No.	百分率 %
學位教師	Graduate Teacher						
曾受訓練	Trained	1 918	77.7	2 372	78.9	3 266	83.5
未受訓練	Untrained	551	22.3	634	21.1	644	16.5
小計	Sub-total	2 469	100.0	3 006	100.0	3 910	100.0
非學位教師	Non-graduate Teacher						
曾受訓練	Trained	15 769	87.8	16 353	89.1	16 269	90.8
未受訓練	Untrained	2 190	12.2	2 008	10.9	1 646	9.2
小計	Sub-total	17 959	100.0	18 361	100.0	17 915	100.0
合計	Both						
曾受訓練	Trained	17 687	86.6	18 725	87.6	19 535	89.5
未受訓練	Untrained	2 741	13.4	2 642	12.4	2 290	10.5
總計	Total	20 428	100.0	21 367	100.0	21 825	100.0

4.7 在「教師統計調查」中，曾受專科訓練的教師指任教的科目與本身在專上學院、大專院校或大學接受正規教育或師資培訓時所選取的主修科目有關的教師。然而，在香港教育學院(前教育學院)畢業的小學教師，不論主修哪一科目，均一律視作曾受「中國語文」、「數學」及「常識」科的專科訓練。表九顯示，任教「中國語文」科的曾受專科訓練教師所佔百分比(92.3%)為最高。

4.7 In Teacher Survey, subject-trained teachers refer to teachers whose subjects taught were relevant to the major subjects they had taken in formal academic or teacher training programmes in post-secondary colleges, tertiary institutes or universities. However, for primary school teachers, regardless of their specialization, graduates from the Hong Kong Institute of Education (former Colleges of Education) have all been regarded as subject-trained in 'Chinese Language', 'Mathematics' and 'General Studies'. As shown in Table 9, 'Chinese Language' topped the list as the subject taught by the highest percentage (92.3%) of subject-trained teachers.

4.8 術科並未納入統計分析內，因為任教術科的教師可能從正規教育或師資培訓課程以外的其他課程獲取有關科目的訓練。事實上，所有體育科教師必須曾修讀由大專院校/大學舉辦的有關師資培訓課程，或由教育署主辦的一年制體育科教學課程。另一方面，為了加強任教音樂及美勞科教師的專科訓練，當局已由二零零零年一月起，陸續為在職教師舉辦有關的培訓課程。直至目前為止，約有 600 名音樂及美勞科教師曾接受這類培訓。

4.8 Cultural subjects have not been included in the analysis as teachers of these subjects might acquire their subject training through courses other than those from formal academic or teacher training programmes. In fact, all Physical Education teachers must have received subject training either through completing teacher education programmes offered by tertiary institutes / universities or a one-year course on teaching of Physical Education organized by the Education Department. On the other hand, to enhance subject training in Music and Art & Craft subjects, relevant training courses for in-service teachers had started in January 2000 and so far, some 600 Music and Art & Craft teachers had been trained.

**表九 二零零零年按任教科目及是否曾受有關科目的專科訓練劃分的在職小學教師分布**  
**Table 9 Distribution of Primary School Teachers in Post by Subject Taught by Whether Subject-trained, 2000**

		曾受專科訓練 Subject-trained		未受專科訓練 Non-subject-trained	
		人數 No.	百分率 %	人數 No.	百分率 %
中國語文	Chinese Language	11 252	92.3	941	7.7
常識	General Studies	10 046	91.2	973	8.8
數學	Mathematics	10 111	89.5	1 192	10.5
英國語文	English Language	5 076	55.3	4 099	44.7

4.9 小學教師的整體流失率於一九九二年達到 9.8% 的高點。然而，流失率於一九九三年回落，並逐步下跌至二零零零年的 3.9%。未受訓練教師的流失率持續高於曾受訓練教師的流失率。表十載列過去 3 年的教師流失率。

4.9 The overall wastage rate of primary school teachers reached a record high of 9.8% in 1992. However, the trend reversed in 1993. The wastage rate gradually dropped to 3.9% in 2000. The wastage rate of untrained teachers was consistently higher than that of trained teachers. Table 10 shows the wastage rates in the past 3 years.

表十 一九九八年至二零零零年按教師受訓情況劃分的小學教師流失率(百分率)  
**Table 10 Wastage Rate (%) of Primary School Teachers by Training Status, 1998 - 2000**

		1998	1999	2000
曾受訓練	Trained	3.9	3.6	3.3
未受訓練	Untrained	7.7	6.8	8.3
整體	Overall	4.5	4.0	3.9

註釋：流失率是指該學年十月之前十二個月內離開教學行業的教師，佔上一學年教師數目的百分率。

Note: Wastage rate refers to the percentage of teachers of the previous school year leaving the teaching profession in the 12-month period prior to October of the respective school year.

4.10 從二零零零年教師統計調查結果發現，在初次執教的教師中，超逾三分之一持有大學學位，而曾接受師資培訓的更多於四分之三。在持有大學學位的教師中，曾受訓練教師所佔的百分比(44%)遠低於未持有學位教師的同類百分比(95%)。表十一載列初次執教教師的學歷和受訓情況。

4.10 It was found in the 2000 Teacher Survey that more than one-third of the newly joined teachers were degree holders and more than three-quarters had received teacher training. The percentage of trained teachers was much lower among degree holders (44%) than among non-degree holders (95%). Table 11 shows the academic qualifications and training status of the newly joined teachers.

表十一 二零零零年按教師受訓情況及學歷劃分的初次執教的小學教師分布  
**Table 11 Distribution of Newly Joined Primary School Teachers by Training Status by Academic Qualification, 2000**

		持有大學學位 Degree holder		未持有大學學位 Non-degree holder		合計 All	
		人數 No.	百分率 %	人數 No.	百分率 %	人數 No.	百分率 %
曾受訓練	Trained	152	44.3	575	94.7	727	76.5
未受訓練	Untrained	191	55.7	32	5.3	223	23.5
總計	Total	343	100.0	607	100.0	950	100.0
		(36.1%)		(63.9%)		(100.0%)	

## 5. 中學教師

5.1 由於當局推行了多項措施以提升教育素質，故中學教師的編制和實際人數在過去數年不斷增加。學生與教師的比率，由一九九三年的 21.6:1 改善至二零零零年的 18.6:1。表十二載列一九九三年及過去 3 年的有關數字。

## 5. Secondary School Teachers

5.1 Teacher establishment and strength in secondary schools continued to grow in the past years owing to the implementation of various measures to improve the quality of education. The pupil-to-teacher ratio had improved from 21.6:1 in 1993 to 18.6:1 in 2000. Table 12 shows the figures in 1993 and the past 3 years.

**表十二 一九九三年及一九九八年至二零零零年的中學教師編制及常額教師人數**  
**Table 12 Establishment and Strength of Secondary School Teachers, 1993 & 1998-2000**

		1993	1998	1999	2000
編制人數	Establishment	20 804	23 301	23 504	24 204
常額教師人數	Strength of Permanent Teachers	20 595	23 058	23 434	24 014
學生與教師比率	Pupil-teacher ratio	21.6:1	19.3:1	18.9:1	18.6:1

5.2 中學教師中，女教師的人數稍多於男教師，佔 53.6%。

5.2 The number of female teachers was slightly larger than that of their male counterparts in secondary schools. The percentage of female teachers was 53.6%.

5.3 中學教師的年齡中位數為 36。女教師較男教師年輕，女教師和男教師的年齡中位數分別為 34 和 38。

5.3 The median age of secondary school teachers was 36. Female teachers were younger than the male. The median ages of female teachers and male teachers were 34 and 38 respectively.

5.4 官立及資助類別中學的教師中，大部分為學位教師。由於當局推行各項改善措施，學位教席與非學位教席的比率在過去數年略有改善，由一九九六年的 70:30 增至二零零零年的 72:28。在本學年的 16 165 個學位教席中，15 823 個(或 97.9%)教席由學位教師擔任。然而，約有 140 個(或 0.9%)教席實際上是由非學位教師擔任。

5.4 Graduate teachers constituted the majority of the teacher workforce in public sector secondary schools. As a result of various improvement measures, the ratio of graduate to non-graduate posts had slightly improved over the past years from 70:30 in 1996 to 72:28 in 2000. Among the 16 165 graduate posts in the current school year, 15 823 or 97.9% were filled by graduate teachers. However, some 140 or 0.9% of the graduate posts were actually filled up by non-graduate teachers.

5.5 20 660 名(或 86.0%)中學教師持有大學學位。在持有學位的教師中，69.1%持有本地學位。官立及資助類別中學的非學位教師中，3 311 名(或 51.6%)亦持有大學學位。詳情載列於表十三。

5.5 20 660 or 86.0% of secondary school teachers had a degree. Among these degree holders, 69.1% were holding local degrees. As regards non-graduate teachers in public sector secondary schools, 3 311 or 51.6% also held a degree. Table 13 shows the details.

表十三 二零零零年按學歷及教師類別劃分的中學教師分布

Table 13 Distribution of Secondary School Teachers by Academic Qualification by Type of Teacher, 2000

		官立及資助類別學校 Public Sector School				私立學校教師 Private School Teacher		合計 All	
		學位教師 Graduate Teacher		非學位教師 Non-graduate Teacher					
		人數 No.	百分率 %	人數 No.	百分率 %	人數 No.	百分率 %	人數 No.	百分率 %
持有大學學位	Degree holder								
本地	Local	11 702	74.0	1 634	25.5	935	52.7	14 271	59.4
非本地	Non-local	4 116	26.0	1 677	26.1	596	33.6	6 389	26.6
小計	Sub-total	15 818	100.0	3 311	51.6	1 531	86.3	20 660	86.0
未持有大學學位	Non-degree holder	5*	-	3 106	48.4	243	13.7	3 354	14.0
總計	Total	15 823	100.0	6 417	100.0	1 774	100.0	24 014	100.0

註釋：\* 這五名未持有大學學位的學位教師，是由於職業先修學校的部分非學位教席獲升格至學位教席所致。

- 少於 0.05%

Notes: \* The 5 graduate teachers without degree qualification were the result of the upgrading exercise in pre-vocational schools.

- Less than 0.05%

5.6 20 211 名(或 84%)中學教師曾接受正式的師資培訓。這個百分比一直有增無減。在官立及資助類別學校，曾受訓練教師所佔的比率(86.7%)遠高於私立學校同類教師的比率(52.8%)。然而，私立學校曾受訓練教師的比率在過去數年已有明顯改善，由一九九六年的 36.9%增至二零零零年的 52.8%。

5.6 20 211 or 84% of teachers in secondary schools had received formal teacher training. The percentage had been improving. In public sector schools, the proportion of trained teachers (86.7%) was much higher than that in the private sector (52.8%). However, improvement was noted for schools in the private sector over the past years. The proportion of trained teachers in private schools increased from 36.9% in 1996 to 52.8% in 2000.

5.7 按教師類別分析，非學位教師中，曾受訓練教師所佔的百分比持續高於學位教師中的同類百分比。然而，隨著學位教師中曾受訓練教師所佔的百分比不斷增加，上述兩個百分比已經十分接近。有關數字載列於表十四。

5.7 Analysed by type of teacher, the percentage of trained teachers among non-graduate teachers was consistently higher than that among graduate teachers. However, with the rise in the percentage of trained teachers among graduate teachers, the difference had become insignificant. Table 14 shows the figures.

表十四 一九九八年至二零零零年按教師類別及教師受訓情況劃分的中學教師分布

Table 14 Distribution of Secondary School Teachers by Type of Teacher by Training Status, 1998-2000

		1998		1999		2000	
		人數 No.	百分率 %	人數 No.	百分率 %	人數 No.	百分率 %
學位教師	Graduate Teacher						
曾受訓練	Trained	12 910	79.0	13 732	81.3	14 592	84.1
未受訓練	Untrained	<u>3 441</u>	<u>21.0</u>	<u>3 158</u>	<u>18.7</u>	<u>2 762</u>	<u>15.9</u>
小計	Sub-total	16 351	100.0	16 890	100.0	17 354	100.0
非學位教師	Non-graduate Teacher						
曾受訓練	Trained	5 590	83.3	5 501	84.1	5 619	84.4
未受訓練	Untrained	<u>1 117</u>	<u>16.7</u>	<u>1 043</u>	<u>15.9</u>	<u>1 041</u>	<u>15.6</u>
小計	Sub-total	6 707	100.0	6 544	100.0	6 660	100.0
合計	Both						
曾受訓練	Trained	18 500	80.2	19 233	82.1	20 211	84.2
未受訓練	Untrained	<u>4 558</u>	<u>19.8</u>	<u>4 201</u>	<u>17.9</u>	<u>3 803</u>	<u>15.8</u>
總計	Total	23 058	100.0	23 434	100.0	24 014	100.0

5.8 曾受專科訓練的教師指任教的科目與本身在香港教育學院(前教育學院)、專上學院或大學所選取的主修科目有關的教師。根據報告，二零零零年各中學所教授的科目共有 67 個。表十五載列最多教師任教的 10 個科目，以及曾經接受或未曾接受有關科目的專科訓練的教師分布。在這 10 個科目中，任教「科學或綜合/普通科學」科並曾受專科訓練的教師所佔的百分比(87.5%)最高，最低者為「倫理及宗教」科，只有 12.1%。

5.8 Subject-trained teachers refer to teachers whose subjects taught were relevant to the major subjects they had taken in the Hong Kong Institute of Education (former Colleges of Education), post-secondary colleges or universities. There were 67 subjects reported as subjects taught in secondary schools in 2000. The 10 subjects taught by the largest number of teachers were shown in Table 15 together with the distribution of subject-trained and non-subject-trained teachers for these subjects. Among these 10 subjects, 'Science or Integrated/General Science' was with the highest percentage of subject-trained teachers (87.5%) whereas 'Ethics or Religious Studies' (12.1%) represented the other extreme.

表十五 二零零零年按任教科目及是否曾受有關科目的專科訓練劃分的在職中學教師分布

Table 15 Distribution of Secondary School Teachers in Post by Subject Taught by Whether Subject-trained, 2000

		曾受專科訓練 Subject-trained		未受專科訓練 Non-subject-trained	
		人數 No.	百分率 %	人數 No.	百分率 %
科學、綜合/ 普通科學	Science, Integrated/ General Science	1 884	87.5	269	12.5
中國語文	Chinese Language	4 370	84.4	805	15.6
英國語文	English Language	4 387	77.3	1 286	22.7
地理	Geography	1 117	73.1	410	26.9
數學	Mathematics	3 394	71.6	1 344	28.4
歷史	History	959	62.1	585	37.9
中國歷史	Chinese History	1 587	57.9	1 155	42.1
經濟與公共 事務	Economic and Public Affairs	632	52.7	567	47.3
電腦	Computer Studies	1 093	43.8	1 405	56.2
倫理/宗教	Ethics, Religious Studies	180	12.1	1 312	87.9

5.9 自一九九零年開始，中學教師的流失率一直下跌。流失率由一九九零年的 11.9%，下跌至一九九九年的 3.9%，但於二零零零年輕微回升至 4.0%。未受訓練教師的流失率持續高於曾受訓練教師的流失率。表十六載列過去 3 年的中學教師流失率。

5.9 The wastage rate of secondary school teachers had been showing a downward trend since 1990. The wastage rate dropped from 11.9% in 1990 to 3.9% in 1999 and rose slightly to 4.0% in 2000. The wastage rates among untrained teachers were consistently higher than their trained counterparts. Table 16 shows the wastage rates of secondary school teachers in the past 3 years.

表十六 一九九八年至二零零零年按教師受訓情況劃分的中學教師流失率(百分率)

Table 16 Wastage rate (%) of Secondary School Teachers by Training Status, 1998 - 2000

		1998	1999	2000
曾受訓練	Trained	3.1	3.1	3.2
未受訓練	Untrained	8.3	7.3	7.9
整體	Overall	4.2	3.9	4.0

註釋：流失率是指該學年十月之前十二個月內離開教學行業的教師，佔上一學年教師數目的百分率。

Note: Wastage rate refers to the percentage of teachers of the previous school year leaving the teaching profession in the 12-month period prior to October of the respective school year.

5.10 在二零零零年初次執教的 1 130 名教師中，大部分(83.9%)都持有學位，較一九九九年的 87.7%為低。然而，初次執教的教師中，曾受師資培訓的教師所佔的百分比，由一九九九年的 37.4%增至二零零零年的 40.0%。持有大學學位教師中，曾受訓練教師所佔的百分比低於未持有學位教師的同類百分比。在二零零零年，在持有學位的初次執教教師中，只有三分之一曾接受師資培訓。表十七載列初次執教教師的學歷和受訓情況。

5.10 Among the 1 130 newly joined teachers in 2000, the majority (83.9%) were degree holders. The percentage was lower when compared with that in 1999 which was 87.7%. However, the percentage of newly joined teachers who were teacher-trained increased from 37.4% in 1999 to 40.0% in 2000. The percentage of trained teachers among those holding degree was lower than their non-degree holding counterparts. In 2000, only one-third of newly joined degree holders were also teacher-trained. Table 17 shows the academic qualifications and training status of the newly joined teachers.

**表十七 二零零零年按教師受訓情況及學歷劃分的初次執教的中學教師分布**

**Table 17 Distribution of Newly Joined Secondary School Teachers by Training Status by Academic Qualification, 2000**

		持有大學學位 Degree holder		未持有大學學位 Non-degree holder		合計 All	
		人數 No.	百分率 %	人數 No.	百分率 %	人數 No.	百分率 %
曾受訓練	Trained	315	33.2	137	75.3	452	40.0
未受訓練	Untrained	633	66.8	45	24.7	678	60.0
總計	Total	948	100.0	182	100.0	1 130	100.0
		(83.9%)		(16.1%)		(100.0%)	